



## Inspection Report

**Better  
education  
and care**

**Unique Reference Number** 119382  
**LEA** Lancashire  
**Inspection number** 280538  
**Inspection dates** 28 September 2005 to 30 September 2005  
**Reporting inspector** Angela M Westington HMI

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Hill Road South
<b>School category</b>	Voluntary controlled		Penwortham
<b>Age range of pupils</b>	4 to 11		Preston, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 746 024
<b>Number on roll</b>	205	<b>Fax number</b>	01772 464 399
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Stanton
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs S Clegg

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<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 September 2005 - 30 September 2005	<b>Inspection number</b> 280538
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## Introduction

The inspection was carried out by three of Her Majesty's Inspectors.

## Description of the school

Penwortham Middleforth is a Voluntary Controlled Church of England Primary School, set in the suburbs of Preston, in a mainly residential area. It is a one form entry school and currently has 205 pupils on roll aged from 4 to 11. The number of children receiving free school meals is below the national average. The proportion of pupils whose first language is not English is about average. Some 14% of pupils have learning difficulties and/or disabilities of whom just over 1% have a statement of special educational need. The mobility of pupils into and out of the school is low. Children enter the school with levels of attainment that are above average overall.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is an effective school which provides satisfactory value for money. Its strengths currently lie in its inclusive nature and its outstanding provision for ensuring the personal development and well-being of pupils. Children are happy, have very positive attitudes to learning and are growing into responsible members of the community. Parents regard the school very highly. The quality of care and guidance offered to their children is good.

Overall, standards attained by pupils are satisfactory but are too variable across the school and across subjects. Standards in writing are too low generally, although they have improved recently in Key Stage 1. The progress that pupils make is satisfactory, but it varies widely variable across subjects and classes. This is largely due to the inconsistency in the quality of teaching and the ways teachers use the information they have about pupils' previous learning and achievements. As a result, not all pupils meet the targets set for them. Children in the Foundation Stage make good progress and the vast majority are on track to meet, or exceed, the expected outcomes.

The leadership and management of the school are satisfactory, but some aspects are much stronger than others. For example, inconsistencies in the quality of the management of subject areas have led to differences in pupils' results. The headteacher has an accurate view of the school's strengths and weaknesses. Effective action has been taken to improve standards in particular areas; however, not all areas in need of improvement have been tackled in this way.

Now that the school has a settled leadership team, it is well placed to build upon its recent improvements.

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### What the school should do to improve further

- Raise standards in writing overall but especially in Key Stage 2 and improve teacher subject knowledge in this area.
- Ensure consistency in the quality of teaching.
- Improve the use of assessment data to inform teachers' planning and pupils' learning.
- Ensure a sharper focus on whether pupils achieve enough and make the progress they should in relation to what they already know, can do and understand.

## Achievement and standards

### Grade: 3

The majority of children enter the Reception class with skills above those expected nationally. They make good progress overall and most achieve or exceed the expectations for this age group.

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Standards attained by pupils in Key Stages 1 and 2 overall are satisfactory, but are too variable across the school and across subjects. By the age of 7, standards are better than average overall, in reading and mathematics, but there is underachievement generally in writing and especially for more able pupils. This is beginning to improve and standards in 2005 have risen slightly.

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By the age of 11, standards in mathematics are slightly above average, but more able pupils could do better. Standards in science are good overall. In Key Stage 2 standards in writing are below and, in some cases, well below average. As a result, not all pupils meet the targets set for them and English results are around average.

The progress that pupils make is generally satisfactory, but it varies widely across subjects and classes. This is also true of the progress made by pupils with learning difficulties and or disabilities. This is largely due to the inconsistency in the quality of teaching and the ways teachers use the information they have about pupils' previous learning and achievements.

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## **Personal development and well-being**

### **Grade: 1**

The school grades this aspect of its work as good but inspectors judge it to be excellent. Pupils really enjoy coming to Penwortham Middleforth School. Their attitudes to work and behaviour are very good. Relationships between pupils and with adults are impressive and contribute to a school environment which is very welcoming, purposeful and friendly. Attendance rates are well above average and punctuality is very good.

The pupils' moral and social development are very good. Pupils are sensitive to the needs and circumstances of others. They are actively involved in a broad range of local and community initiatives and they support a number of charitable organisations through a series of fund raising events. Pupils across all year groups are aware of the importance and benefits of healthy eating. The work of the school council is held in high regard by pupils. They feel that their voices are heard and that effective action is taken to deal with points raised and discussed at their termly meetings.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The vast majority of lessons observed by inspectors were at least satisfactory, with many good or better. The school judges teaching to be good but inconsistencies in the teaching lead to an overall inspection judgement of satisfactory. In the best lessons teachers' expectations are high, subject knowledge is secure and good use is made of what the children have learned before to set work which is challenging and stimulating. It captures pupils' interest and they achieve well. Effective use is made of teaching

assistants to reinforce and support children's learning so they succeed. Teaching in the Foundation Stage is very good because well planned activities that challenge and excite the children are coupled with high expectations linked to specific learning objectives.

The school has good systems for assessing and monitoring children's work through the targeting of children's learning, though the use of this data is not yet consistent across Key Stages 1 and 2 and across subjects. Senior managers have employed successful management strategies to improve standards in mathematics. These have included: the use of focused individual children's targets; establishing setting by ability in Years 3 to 6 and involving parents in collaborative work with Lancashire College. These activities, together, have contributed greatly to the raising of standards in this subject.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactorily matched to the needs of children and it meets statutory requirements. The pupils' prior attainment is beginning to be used effectively to inform their future learning. The time available for teaching is less than that found in the vast majority of similar schools and this restricts the opportunities which are needed to extend children's learning in areas such as writing.

There are many after-school activities which enrich the curriculum and contribute significantly to the children's enjoyment of school. Many areas of the curriculum are well planned and there are strong examples of this in, for example, mathematics. Links are made between subjects to enhance the curriculum. The new creativity afternoons are greatly enjoyed by the children whose confidence and self-esteem are being developed through arrangements which combine ages, interests and abilities.

The school works hard to provide its children with clean and safe facilities and plans are well advanced for future building improvements which will develop curriculum opportunities. There are good links with the local community including the parish church.

## **Care, guidance and support**

### **Grade: 2**

The quality of the care, guidance and support provided for pupils is good. Staff have a very good understanding of the educational and welfare needs of its pupils. Complaints and child protection procedures are clearly stated and understood by teachers. Parents feel that they are kept well informed of developments in school through the distribution of a weekly newsletter and access to the school's website. The school has taken effective action to deal with issues highlighted as a result of parental questionnaires.

Children new to the Foundation Stage are provided with effective support to ensure that they adjust easily to the routines of school life. There is a clearly stated policy for the submission of homework. Teaching assistants play an important role in

supporting pupils. Pupils, though, are not always aware of the specific targets which are set for them and sometimes are not sufficiently challenged to make the progress that they are capable of making.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. There are several good features to how the school is led and managed, but there are also aspects that need to be improved. The headteacher has a clear view of the school's strengths and weaknesses but, until recently, there has been insufficient focus on ensuring a whole-school approach to raising standards overall. Monitoring of the quality of teaching has centred almost exclusively on planning and not sufficiently on what children are learning and how well they are progressing. Subject leaders do not observe lessons and, in some cases, are not as familiar as they should be with the work that pupils produce and the standards they attain across the school. The strategies employed by the school to improve standards in mathematics have been very effective, but this has not been replicated in English, for example. In English, the priority for improvement has been identified as reading generally, and writing for more able boys, whereas the standards that the majority of pupils reach in writing overall, especially in Key Stage 2, are too low and teachers' subject knowledge in this area is insecure. This has not been identified or reflected in the school's self-evaluation.

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However, in many other respects self-evaluation is strong. Staff, parents and governors are regularly involved in the process of reviewing the school's work, but this has not always been as clearly directed at raising standards as it could have been. Although the school has an effective assessment system for checking pupils' progress, it is only recently that teachers have been required to use this information rigorously to inform their planning. There are still instances of it not being used well enough to ensure sharply focused teaching that stretches pupils. Too little attention is paid, in some classes, to what the pupils actually achieve in a lesson. The senior management of the school now have to tackle these inconsistencies to bring about improvements and raise standards.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 0207 421 6800  
F 0207 421 6707  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

To the children of  
Penwortham Middleforth C of E Primary School  
Hill Road South  
Penwortham  
Preston  
Lancashire  
PR1 9YE

30 September 2005

Dear Children,

As you know, we visited your school recently and we would like to thank you for talking to us and making us feel so welcome.

We looked at many of the things you do in school and talked with your teachers and some of the people who help you, as well as a few of your parents. We thought that you behaved very well and we could tell that you and your families are very proud of the school. These are some of the things that we really liked.

The people in school work very closely with your parents to make sure that you are safe, well cared for and happy when you come to school. Many of you spoke to us about this, so we know you agree.

There are lots of interesting activities for you to do including after-school clubs and during the new creativity afternoons. You enjoy these and like the chance to work with children of different ages.

You enjoy being with each other and get on well with the adults in school. You are trying hard to be healthy and eat sensibly.

We have asked your headteacher to try to make sure that all of the teaching is as good as the best teaching we saw. We have also asked her to make sure that you are set work to do which is always challenging and exciting, and to help you improve your writing, which we think could be better. We know that you will continue to work hard when this happens.

We wish you every blessing for the future.

Angela Westington HMI

Annex B